

Strategic Plan for World's Best Workforce **Board of Education Goals District #2135**

The Maple River School District is a partnership of students, parents, staff, and communities dedicated to providing a working and learning environment in which all students are empowered to become lifelong learners.

Teaching and Learning Goals in the District

The Maple River School District works to continually improve its curriculum and instruction practices to prepare students to be competitive and competent citizens. The District will effectively meet the needs of our students by raising achievement and closing existing achievement gaps for all students. The district will incorporate strategies based on scientifically based research to strengthen academic areas. The WBWF legislation identifies specific targets to determine if schools are striving to create the world's best workforce. They include the following:

- Closing the identified achievement gap(s) in the district
- Having all students ready for Kindergarten
- Having all students in third grade achieving grade level literacy
- Having all students attaining career and college readiness before graduating from high school
- Having all students graduate from high school

Progress toward the targeted legislative WBWF goals will be achieved by the District Strategic Plan through:

- a. High quality professional development focusing on instructional best practice methods.
- b. Having clearly defined district and school site goals for instruction and achievement.
- c. Incorporating teaching and learning strategies based on scientific research to strengthen all academic areas and raise student achievement.
- d. Utilization of assessment data to drive classroom instruction and curriculum decisions.
- e. Tracking of individual and summary data on district, state, and national assessments.
- f. Promoting effective parent and student involvement through annual goal setting with parents and students.
- g. Providing an annual budget for sustaining the WBWF district plan.

Instructional, Professional, and Curriculum Goals/Activities

1. The Maple River School District will make every effort to ensure that all students are proficient in their core academic subjects annually. In order to achieve that goal, Maple River Schools will utilize **Professional Learning Communities (PLCs)** to drive the Continuous Improvement approach to meet the needs of all students. The PLCs will:
 - Provide the staff with a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness.
 - Monitor Assessment and Instructional Practice to determine effectiveness of instruction and learning (high quality instruction through best practices).

- Measure the academic performance of students by formative measures as well as from standardized assessments.
 - Monitor that the curriculum taught aligns with state and national standards (rigorous curriculum).
 - Measure their own performance through a rubric and the teacher evaluation system.
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2. **The District will ensure the professional development** needs of the instructional staff are met by providing opportunities to participate in high quality professional development. Goals include:
 - Professional Development will align with district, site, and PLC strategies.
 - Professional Development opportunities for staff that align to/with the PLC Action and Work plans filed by each PLC with the administration in the fall.
 - Training of the staff on the most effective instructional technology available.
 - Developing, implementing, and maintaining a *Continuous Improvement Plan* for the purpose of improving student achievement.
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 3. A **District Systems Strategy** will be developed for monitoring student progress. To do that each subject/class/grade level will be expected to implement the following:
 - **Define** what it is they want students to know or be able to do.
 - **Determine** measurement tools to be used for assessments.
 - **Develop** common assessments within subjects which are aligned to Minnesota State Benchmarks and the MCA test specifications or national standards if a state standard does not exist.
 - **Measure** progress towards District goals by local, state, or national assessment results.
 - **Monitor** monthly the pacing of subject material using the subject curriculum map to ensure that essential content is covered in a timely manner.
 - **Maintain** a system of date management that will inform teachers, administrators, and board.
 - **Monitor** and take appropriate instructional measures to address any achievement gap which may exist within student subgroups when identified by assessment.
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 4. The **District's teaching staff** will engage in effective parent and student involvement strategies through a goal setting process.
 - Staff will engage students and parents in improving student performance through goal setting.
 - Classroom Goal Setting with students and their teachers will be completed and aligned with District goals to improve classroom achievement and student motivation.

District Test Scores

There will be an annual review of the District test score data to examine grade level proficiency and any achievement gaps that may exist in the District. The combination of three concepts constitutes the foundation for results in MR schools: meaningful and informed teamwork, clear and measurable goals, and the regular collection and analysis of performance data. Included in that report will be the data from assessments used to ascertain whether or not all students have received adequate career and college readiness preparation. Actionable data will be collected in all subject areas.

MAIC Integration Collaborative / Achievement and Integration

The MAIC Integration Collaborative includes Madelia (racially isolated district), Truman, Lake Crystal Wellcome-Memorial and Maple River as adjoining districts. The goal of the collaborative is to pursue academic achievement, racial and economic integration through:

- Integrated Learning Environments – programming designed to reduce both enrollment and academic achievement disparities based on students’ racial, ethnic and economic backgrounds.
- Rigorous career and college readiness – programs for underserved student populations with Minnesota’s Statewide Testing and Reporting System.

The Integration Collaboration plan will become part of the Districts Strategic WBWF plan. The plan components include effective, research based interventions with formative assessments to reduce academic achievement disparities between Free and Reduced Lunch students and Non-Free and Reduced Lunch students.

MAIC Integration Goals:

Achievement Goal One: By June 2020, the proficiency GAP between the free and reduced lunch students and non free and reduced lunch students enrolled in the full academic year for all grades tested within District 2135 on all state Math and Reading accountability tests (MCA, MTAS) will DECREASE to <10%. Each individual grade level will have individual goals based on the 2017 MCA results. (See Achievement and Integration Plan chart)

Integration Goal One: By June 2020, the amount of student referrals in the Maple River district relating to any kind of bullying or inappropriate behavior will drop from 320 (2016-2017) to 164 (2019-2020). (This is an overall 51% reduction or 20% reduction per year.)

Math/Reading Intervention Program – Middle School

Maple River has provided a math and reading intervention teacher for grades 6-8. The program will help support students not meeting academic goals. Students are selected based on MCA & STAR results. Students meet with intervention teacher 20 minutes per week.

District Reporting Requirements

A **District Advisory Committee** shall be established by the school board to ensure active community participating in planning and improving the instruction and curriculum affecting academic standards.

- The DAC shall reflect the diversity of the District and shall include teachers, parents, support staff, students, and other community residents.
- Whenever possible, parents and community residents shall comprise at least 2/3 of the advisory committee members.
- The DAC shall/may make recommendation to the school board regarding rigorous academic standards and student achievement goals.

The school board shall hold an annual public meeting to review and revise, if needed, student achievement goals, plans, and strategies of the PLCs for improving curriculum and instruction. Periodically the District shall survey affected constituencies about their connection to and level of satisfaction with school. These results shall be included in the superintendent summary report.

Career and College Readiness

For purposes of statewide accountability, “career and college ready” means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment.

Students who are career and college ready are able to successfully complete credit-bearing coursework at a two or four-year college or university or other credit-bearing postsecondary program without need for remediation.

What does Minnesota Law say?: Minnesota Statutes 2014, section 120B.125 PLANNING FOR STUDENTS’ SUCCESSFUL TRANSITION TO POSTSECONDARY EDUCATION AND EMPLOYEMENT; PERSONAL LEARNING PLANS. School districts must assist all students by no later than grade 9 to explore their educational, college and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment.

Assessments:

Grade 8 – MCA (Mathematics, Reading, Science)

Grade 10 – MCA (Reading & Science), Pre-ACT

Grade 11 – MCA (Mathematics & Science)

College Entrance Exam (ACT) – not required; optional test for students

Grade 11/12 – College Placement Diagnostic Test (Accuplacer)

Maple River Job Fair:

An advisory council focused on Career and College Readiness met in the Fall of 2015. Many stakeholders attended the initial meeting as listed above. The discussion was centered around student internships, job opportunities and forging partnerships between school and community. Subsequent meetings were scheduled and Maple River hosted its first job fair in the spring of 2016. Maple River continued to host in 2017 also. Advisory committee has plans to continue planning for the 2018 job fair. The committee is dedicated to revising and improving the Job Fair as they continue to plan for 2018. Adjustments and changes will be reflected of the feedback given from the 2016/2017 job fair.

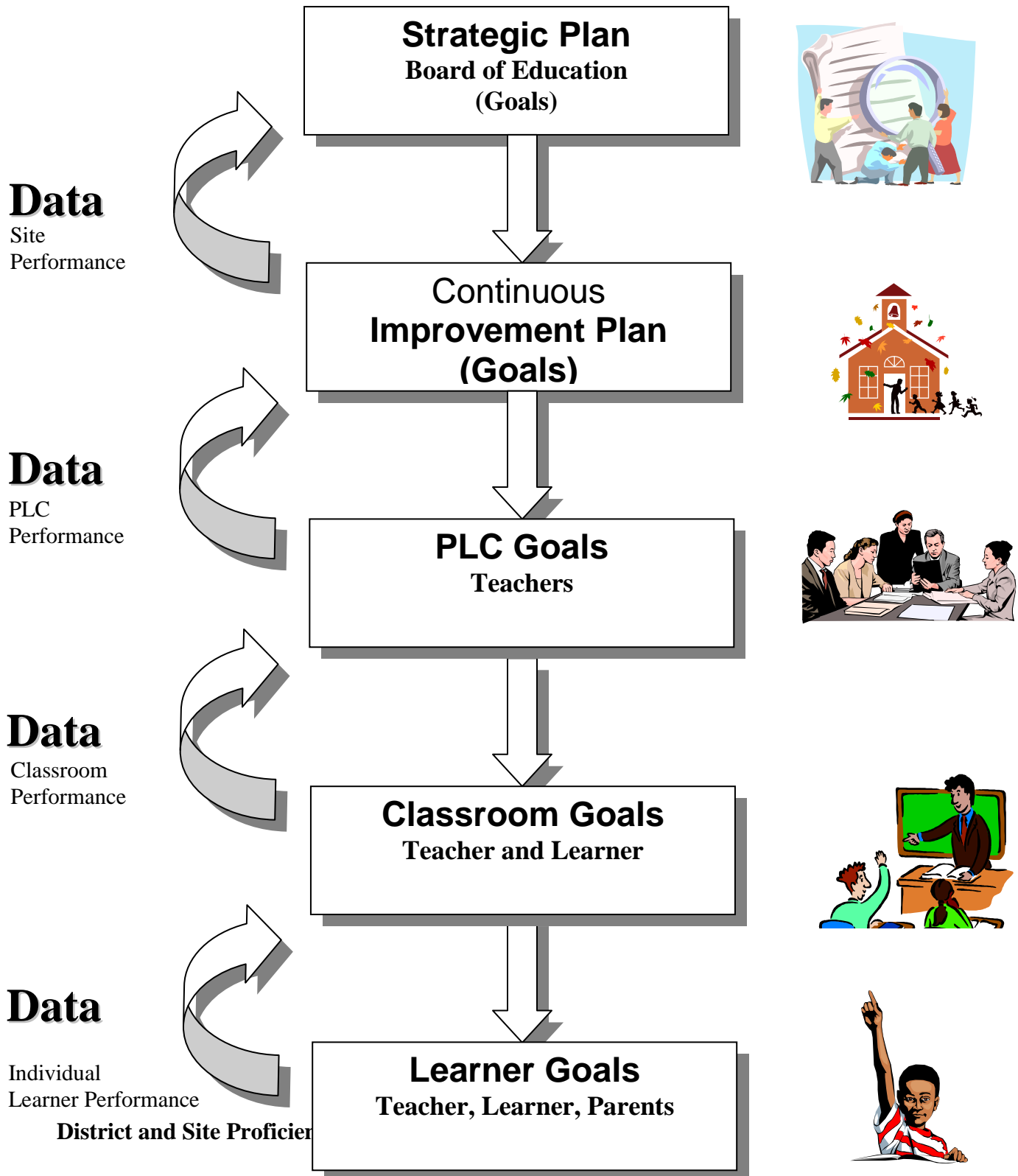
Career Navigation for All 9th Graders:

Through the Perkins grant, all freshmen will visit South Central College for a cluster 2-day program. Students will be exposed to opportunities to help them see beyond just a 4-year college.

Other programs to support Career and College Readiness (Organized by our Counseling Center):

- Career Day at SCC (juniors) where they pick 4 careers of their choice to hear from someone that is doing that career that is of interest to them to explore.
- Career Expo for sophomores where they listen to adults who tell their life story and how they can pursue their career goals. The Career Expo has hands-on learning for the students about various careers as well.
- Students attend "Construct Tomorrow" which promotes apprenticeship programs in the construction trades.
- Sophomore planning night, junior planning night, senior planning night, and financial aid meeting.
- Students attend SCC for a medical careers "Health Care Day" to explore 2 year programs at the technical/community college.
- Ann Langworthy (Counselor) delivers a lengthy unit in English 11/College English where they have to explore an interest of their choice and present a speech with 4 resources about that career (that can include interviews with people doing that type of work and job shadow experiences)
- Counseling center performs mock interviews with juniors each year.
- Counseling center arranges a Maple River Job Fair with the support of the agriculture and business department to promote the program to students in applying/interviewing.
- College representatives come in to visit with students on a regular basis.
- Various college visits (Counseling center promotes students to go with their family).

ACCOUNTABILITY AND MONITORING PLAN



MCA Maple River Testing Results

| | Math | | | | | Reading | | | | | Science | | |
|---------------|------|------|------------|------|--|---------|------|------------|------|--|---------|------|------|
| | 2015 | 2016 | | 2017 | | 2015 | 2016 | | 2017 | | 2015 | 2016 | 2017 |
| High School | 48.6 | 37.7 | | 50.6 | | 61.9 | 56.3 | | 61.3 | | 77.8 | 71.4 | 67.8 |
| State | 48.7 | 47.1 | | 48 | | 57 | 58.9 | | 60.5 | | 54.6 | 55.5 | 56.3 |
| | | | | | | | | | | | | | |
| Middle School | 57.7 | 56.3 | | 67.3 | | 63.8 | 61.5 | | 66.5 | | 58.7 | 52.4 | 49.2 |
| State | | | State 2017 | | | | | State 2017 | | | 45.3 | 47 | 46.1 |
| 6th Grade | 53.4 | 69.4 | 55.5 | 59.7 | | 69 | 69.8 | 63.4 | 63.9 | | x | x | x |
| 7th Grade | 56.3 | 45.3 | 54.9 | 75.4 | | 57.5 | 56.3 | 57.5 | 69.2 | | x | x | x |
| 8th Grade | 62.7 | 54.9 | 58.2 | 67.7 | | 66.7 | 59.3 | 58.9 | 66.7 | | x | x | x |
| | | | | | | | | | | | | | |
| East Elem | 84.6 | 94.6 | | 94.6 | | 78.8 | 83.8 | | 72.8 | | 76.2 | 96.2 | 91.3 |
| State | | | State 2017 | | | | | State 2017 | | | 59.1 | 61.5 | 60 |
| 3rd Grade | 85 | 93.3 | 68.1 | 94.9 | | 90 | 92.6 | 56.8 | 63.2 | | x | x | x |
| 4th Grade | 96 | 95.2 | 66.9 | 96.9 | | 72 | 71.4 | 57 | 77.4 | | x | x | x |
| 5th Grade | 70 | 92.3 | 57.1 | 91.3 | | 76.2 | 84.6 | 67.5 | 82.6 | | x | x | x |
| | | | | | | | | | | | | | |
| West Elem | 84.9 | 80.4 | | 88.2 | | 75.4 | 80.4 | | 73.2 | | 70.7 | 81 | 80 |
| State | | | State 2017 | | | | | State 2017 | | | 59.1 | 61.5 | 60 |
| 3rd Grade | 83.8 | 91.2 | 68.1 | 92.8 | | 83.8 | 79.4 | 56.8 | 69 | | x | x | x |
| 4th Grade | 92.7 | 91.9 | 66.9 | 97 | | 61 | 80.6 | 57 | 62.5 | | x | x | x |
| 5th Grade | 78 | 61 | 57.1 | 74.3 | | 82.5 | 81 | 67.5 | 88.2 | | x | x | x |

Maple River Achievement Gap - Secondary 2017

Free and Reduced Lunch vs. Non-Free and Reduced Lunch

| High School | | | Middle School | | |
|-------------|-------------------------|---------------------|---------------|---------|------|
| Math | | | Math | | |
| Year | Non FRL Achievement Gap | FRL Achievement Gap | Year | Non FRL | FRL |
| 2016 | 47.2 | 16.7 | 2016 | 66.1 | 44.6 |
| 2017 | 55.2 | 38.5 | 2017 | 73.4 | 56.8 |

| Reading | | | Reading | | |
|---------|-------------------------|---------------------|---------|---------|------|
| Year | Non FRL Achievement Gap | FRL Achievement Gap | Year | Non FRL | FRL |
| 2016 | 61.4 | 50 | 2016 | 71.8 | 49.5 |
| 2017 | 70.2 | 50 | 2017 | 76.6 | 49.3 |

| East Elementary | | | West Elementary | | |
|-----------------|-------------------------|---------------------|-----------------|---------|------|
| Math | | | Math | | |
| Year | Non FRL Achievement Gap | FRL Achievement Gap | Year | Non FRL | FRL |
| 2016 | 97.8 | 90.3 | 2016 | 84.7 | 72.5 |
| 2017 | 98.3 | 86.5 | 2017 | 91.5 | 82.1 |

| Reading | | | Reading | | |
|---------|-------------------------|---------------------|---------|---------|------|
| Year | Non FRL Achievement Gap | FRL Achievement Gap | Year | Non FRL | FRL |
| 2016 | 86.7 | 80.6 | 2016 | 80.4 | 73.2 |
| 2017 | 72.4 | 75.7 | 2017 | 74.3 | 71.1 |

Overall District MCA Scores

| School District | Math | Reading | Science |
|------------------------|-------------|----------------|----------------|
| Blue Earth | 43 | 52 | 47 |
| Butterfield | 19 | 29 | 18 |
| Cleveland | 59 | 60 | 41 |
| Fairmont | 58 | 57 | 44 |
| GFW | 50 | 56 | 46 |
| JWP | 60 | 53 | 51 |
| LCWM | 57 | 60 | 53 |
| Le Sueur-Henderson | 57 | 56 | 45 |
| Madelia | 54 | 48 | 46 |
| Mankato | 66 | 66 | 51 |
| Maple River | 75 | 69 | 69 |
| MCW | 52 | 64 | 62 |
| New Ulm | 54 | 54 | 57 |
| Nicollet | 55 | 59 | 52 |
| Sibley East | 54 | 55 | 50 |
| Sleepy Eye | 62 | 62 | 44 |
| Springfield | 74 | 65 | 50 |
| St.Clair | 63 | 67 | 62 |
| St. James | 50 | 52 | 30 |
| St. Peter | 62 | 60 | 54 |
| State | 58 | 60 | 54 |
| Truman | 39 | 39 | 45 |
| USC | 63 | 61 | 51 |
| Waseca | 57 | 60 | 53 |
| WEM | 63 | 68 | 57 |

2017 ACT Results:

Percent of Maple River Students (Class of 2017) Ready for College-level Coursework:

ACT ENGLISH: 76% (meeting benchmark of 18)

****State Average = 63%**

College English Composition Equivalency

ACT MATHEMATICS: 43% (meeting benchmark of 22)

****State Average = 48%**

College Algebra Equivalency

ACT Social Science = 57% (meeting benchmark of 22)

****State Average = 50%**

College Social Science Equivalency

ACT Science Reasoning = 41% (meeting benchmark of 23)

**** State Average = 3642**

College Biology Equivalency

Student who met all 4 ACT benchmark scores = 27%

****State Average = 31%**

Professional Learning Communities: Improvement Planning (Action Research)

Maple River Public Schools will utilize professional learning communities (PLC's) to drive the continuous improvement approach to meet the needs of all students (Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement by Richard Dufour; Visible Learning: A Syntheses of Over 800 Meta-Analyses Relating to Achievement, by John Hattie, pp 119-121; The Results Fieldbook by Mike Schmoker; Evaluating Professional Development by Thomas Guskey). In August of each year PLC facilitators (teacher leadership team) will meet to review and analyze student achievement data (disaggregating data by demographics utilizing NWEA, MCA, Star Enterprise, etc.) and lay the groundwork for site and district advisory teams to establish goals for the subsequent year. SMART goals will be presented for discussion and adoption of site and district targets. Attention will be paid to ensure that all students are making growth, with a focus on closing the achievement gap among the various demographic groups.

PLC's engage in action research to implement best practices in order to improve student learning (The Action Research Guidebook by Richard Sagor and Malcolm Baldrige Award Criteria). To drive the process down to the learner level and embed the process into the system, PLC's will

review and analyze classroom summative assessments (aligned to state standards and test specifications) to ensure that classroom instruction meets the level of rigor required of students to be prepared for post-secondary experiences. PLC's will develop action plans to continually improve student achievement. Overall improvement of the system will be monitored over an extended period of time. The focus will be on research based strategies. Original teacher initiated instructional improvements will also be considered for testing. Baseline data will be established to improve overall performance of students, targets will be set (using SMART goals), and strategies designed to meet identified targets. Plans will be monitored monthly to measure results against goals. Data on aligned summative measures will be aggregated across each PLC to determine student performance as well as the ability of the PLC to deliver instruction. Strategies proven to be effective will be implemented and further plans for improvement will be developed. Facilitators will share results with the entire system in teacher leadership meetings so that effective strategies can be replicated where appropriate.

Professional Learning Communities: Assessments, Instructional Practice, and Student Performance

PLC's will create common assessments and align them with state test specifications. Data generated from these measures will be used as a measuring tool to determine effectiveness of instruction and learning. Assessments provide predictability when aligned to standards and test specifications to ensure that standards are met. Common formative assessments aligned with summative measures will be utilized for grouping and regrouping of students for additional instruction (Visible Learning by John Hattie, p 181). As a best practice and to identify students at risk, in order to keep them from falling behind, PLC's will align formal formative assessments to provide interventions close to the point of instruction. Special ed. and Title I teachers will closely monitor student performance by being integrated into regular ed. PLC's.

During monthly PLC meetings, test item analyses will be conducted to upgrade summative assessments and improve instruction. Reflection on assessments will be the primary focus on rigor validity and reliability. PLC's will reflect upon instruction and its effect on student performance as evidenced by the results. Integration and collaboration between classroom and special services (Title I, Special ed., etc.) will be an important feature in closing the achievement gap. Establishing modifications for assessments and administration of assessments will be a collaborative effort between and among regular ed. and special services teachers.

Professional Learning Communities: Performance

PLC performance will be measured in the following ways:

- Through the overall academic performance of students as measured by aligned summative measures and results from standardized assessments (NWEA, MCA, etc.). Short and extended (five year) targets will be established.

- Twice annually through the use of an analytic rubric with thirteen descriptors designed to measure the functionality of each PLC. Targets for improving overall PLC performance using the rubric will be set by each PLC. PLC's and an administration representative will collaboratively develop a consensus copy.
- Through the teacher evaluation process-Framework for Professional Practice

Professional Development

Professional development will align with district, site and PLC strategies. Professional development activities funded by the district must align with the strategies identified by district, site and PLC improvement plans. Approval for professional development funds will meet established criteria and reviewed by administration. Professional development for the professional and para professional staff will be determined then offered and delivered through the Professional Learning Communities within the school. These initiatives will be based on scientifically based reading instruction strategies.

Staff will be provided summer curriculum writing days upon approval. The Maple River Reading Curriculum is aligned with the Minnesota State Standards in Reading. Through our PLC process the curriculum has been charted with a calendar curriculum map to assure that all content is covered in a timely manner in a systematic approach. All classroom summative measures are aligned with state test specifications.

Curriculum Alignment with Standards

A systematic approach to curriculum development and implementation will be the goal of the district. District will ensure that all curriculum is aligned with state and/or national standards. Teachers will be required to document alignment by identifying content, skills, pacing, assessments, and resources. This will ensure that the entire curriculum is a district curriculum and does not, all or part, one belong to individual teachers. Documents will constitute the curriculum and be available for substitute teachers, new teachers, administrators, support staff, etc. Aligned curriculum will be reviewed regularly PLCs to ensure implementation. Documents will be archived with the curriculum director and monitored for compliance.

Student and Parent Engagement: Improvement Planning

Students, teachers and parents collaborate in setting achievement goals. (Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement by Robert Marzano; Visible Learning, John Hattie, pp163-167; Seven Habits of Highly Effective People by Stephen Covey, pp135-137)

- Student learning will be a collaborative effort among student, teacher, and parents. Each student will keep a personal data file including baseline performance, goals, and strategies to reach goals. Teacher and parents identify strategies that they will implement

to help each student be successful. After each summative measure, students graphically monitor progress to share with parents.

- Individual classrooms will collaboratively establish and set measureable achievement goals utilizing the same process identified above. Each classroom's results are graphically posted.

In order to close the achievement gap, the district will provide professional development for teachers and paraprofessionals to ensure strategies are in place for students to become independent, self-directed learners. Having students feel a sense of self-efficacy enhances a student's ability to learn and, in fact, will accelerate learning. Learned helplessness is a risk which has a negative impact on student learning. The greatest risk is among students in the special ed. and Title I populations for whom much additional help is provided.

Students Ready for Kindergarten – Early Childhood Program

School Readiness offers preschool classes to children 3-5 years of age and include a variety of classes offered throughout the district. There is a preschool classroom within the school buildings in Good Thunder and Mapleton. Half-day classes include a multi-age class, a three year old class and a four year old class. A full day class is offered to children going into Kindergarten the following year. The main goal of each preschool class is to help children make progress toward school-readiness.

Preschool classes are offered to any child in the school district and, if space allows, out-of-district students as well. Preschoolers are placed in the program through the Early Childhood Special Education program as a way to provide services to children on an IEP. Each child is included in the program through the support of the ECSE teacher and special education paraprofessionals. The special education services are listed on their IEP. The School Readiness/Preschool program charges for attending preschool class but offers tuition assistance/scholarships to those who need it. Teachers in the School Readiness Program collaborate closely with the Kindergarten PLC for a smooth transition to Kindergarten. The curriculum used by the School Readiness/Preschool program aligns with the Early Childhood Indicators of Progress, which is the state suggested standards for preschool.

We have expanded our Eagle Care to include child care for preschool-age children. Starting the summer of 2017, preschool-age children can get a full-time child care through the Eagle Care Program. A child must be enrolled in a preschool class to be enrolled in child care. Child care is offered before and after preschool and also on the days the child does not have pre-school.

Maple River Reading Assessment Plan/Literacy Plan (Reading Well by 3rd) Goals

Maple River will have a district policy in place to comply with state legislation addressing the Reading Well by 3rd Grade legislation. The policy to meet this legislative directive is called the district "Literacy Plan. The plan's main components include the following goals:

1. To accelerate student progress until students are competent readers based on the MCA, NWEA, and STAR test results
2. To have in place an intervention system that accomplishes this acceleration. The intervention system may result in individualized planning for each student.
3. To continue to support the intervention process until each student has accelerated his/her reading achievement to the point of competence.
4. The Maple River goal for reading instruction is to have 100% of students reading at grade level at the end of grade three.

District instruction and supporting materials meet the recommendations established by the National Reading Panel which issued the report *Teaching Children to Read*. This report provides a meta-analysis of studies conducted in such areas of reading as phonemic awareness, phonics, and fluency. The focus of providing this instruction is to help students decode written language. The district adheres to these recommendations by ensuring that students are able to first be able to decode the English language and then to identify and utilize the discrete comprehension skills that contribute to understanding text.

The district has benchmarked Dolch sight words for grades K to 3. Assessments are given to closely monitor progress and identify students at risk. Provisions are made to ensure that additional support is provided as needed. Words and expectations are shared with parents at parent conferences so parents can partner with the school in providing this important activity.

District curriculum includes discrete comprehension skills (identify main idea, draw an inference where it not explicitly stated, compare and contrast most important points, etc.) as identified in the state standards. Ability to understand text through interacting with it is the focus of instruction when addressing the standards.

RtI (WIN-What I Need) (U. S. Department of Education and American Institutes for Research) Direct and targeted instruction in reading is provided to small groups of students in each classroom 25 minutes every day. No other pull-outs are permitted during these periods. Four to five staff works with students utilizing intervention strategies to meet individual needs. Formative, summative and Star Enterprise assessments inform instruction and grouping and regrouping of students. Fluency measures are tested three times a year using STAR to ensure students are meeting grade level benchmarks. Students not meeting benchmarks receive additional support with biweekly assessment monitoring.

Elementary Extended School Day (*Visible Learning* by John Hattie)

An extended day program is offered to students in grades 2-5. Students meet twice a week from 3:00 – 4:00 PM, February through April. Students are recommended by classroom teachers using Dolch Word, Basic Math Fact, Star Enterprise, and reading and math summative assessments. A certified classroom teacher provides additional instruction.

MS Extended School Day

An extended day program is offered to students in grades 6-8. Students will meet once a week from 3:15 – 5:15 PM, February through April. Students are recommended by classroom teachers using MCA, STAR and chapter test scores. A certified classroom teacher will provide additional instruction. One hour will be used for reading and one hour will be used for math.

Uniform Grading Policy

Grading has a direct impact on student achievement. To ensure that grading is uniform throughout the district so that it does not depend upon who the teacher is as to the grade a student earns. PLCs will engage in discussions toward developing a uniform grading policy. Initially the effort will center around factoring in summative assessments, formative assessments, behavior, homework, participation, extra credit, etc. In some cases, PLC discussions may eventually move toward standards based grading.